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teaching, with classes averaging not over thirty pupils each, with adequate library (Texas 2,000, Utah 5,000), with the list of the college students and preparatory students separated in the catalog, with at least enough students and preparatory students above the preparatory department, (Kansas at least 25 students, Virginia 20, North Central Association 50), a preparatory department that is itself accredited before the college department can apply for such recognition. The word "Junior College" must appear in the title of the institution and no degree may be given. In the North Central Association, the preparatory school students may take college courses in the junior college classes but can get only two-thirds college credit. In Illinois the best third of the students in the last year of the preparatory department may take work in the junior college and get full credit at the University of Illinois.

#### SENIOR COLLEGES

Senior colleges are accredited by (1) state departments of education, (2) sectional associations, such as the North Central and the Southern, (3) The Association of American Universities (as a basis for determining what credit shall be allowed in post-graduate work). The National Conference Committee on Standards of Colleges and Secondary Schools defines a senior college as having eight departments, each with a full professor paid not less than two thousand dollars, teaching not over eighteen hours a week. The college year must be 32 weeks (as compared with 34 weeks in the Southern association). The Freshmen must present 15 units for entrance but may be admitted with two conditions (the Southern Association will not permit any conditions after 1921). Two-thirds of the teachers must be full professors. The endowment for private colleges must be at least \$250,000; and the total income must be \$40,000 annually. There must be an annual appropriation of \$1,000 for laboratory and \$500 for library.

In addition to the points stated in parentheses above, the Southern Association will require a library of 10,000 volumes, adequate laboratories (value not stipulated), \$500,000 endowment, eight separate departments, with a separate full time professor for each, who shall teach fifteen hours as a maximum, hold the equivalent of a Master's Degree, and be paid not less than \$2,500. By 1923 the salary must be at least \$3,000. The college and preparatory students must be separated in classes, in buildings, and in the printed lists in the catalog. If the institution maintains professional schools, such as law or medicine, these also must be accredited by the appropriate national agency. At least three-fourths of the students must be in the

college courses in order to insure that the college department is more important than the preparatory department. Reports must be filed with the Southern Commission on Institutions of Higher Education every three years.

#### THE SOUTHERN COMMISSIONS

For an illustration of a sectional association let us summarize the various activities of the Association of Colleges and Secondary Schools of the Southern States. It has four classes of members, secondary schools, junior colleges, senior colleges, and individuals, all of whom are elected to membership by the executive committee. There are three classes of institutions which can be accredited, junior colleges, senior colleges, and secondary schools; but hitherto no junior colleges have been accredited. There are three subordinate bodies: (1) the executive committee which makes the program, handles the finances, elects the members and the commissions, (2) a Commission on Accredited Secondary Schools, which has been in operation for about nine years, (3) the new Commission on Institutions of Higher Education which has just begun its work. The association itself has always held to very high standards, and is therefore highly esteemed throughout the educational world. For that reason every school and college in the South should seek affiliation with it, and educators would do well to attend its annual meeting and become familiar with its work.

### THE SORORES TOGATAE

By MISS L. M. WARD  
Greensboro College for Women

THE SORORES TOGATAE, a Classical Club, was organized in October by the elective students in the Latin department of Greensboro College. The officers wear the crimson toga with gold border while the other members under the fourth year wear the white with scarlet or purple border. When the third year has been completed the donning of the white toga or *toga virilis* will be celebrated with proper ceremony.

The regular meetings are held on the second Friday afternoon of each month. The members of the club are divided into groups in order that the responsibility of planning and carrying out the programs may rest upon each in turn. The first group gave a literary program touching a certain portion of the topography of Italy. Another group anticipates the presentation of a Roman trial. No doubt others will be as unique. This term two plays are to be given—simple ones

at first. Before the holidays the committee, appointed for the purpose, arranged for the cast of characters of a *Roman wedding* which will be played before the student body soon. Later the play, *Dido*, will be given. Some of the Freshmen in Latin who are doing good work will be called upon to assist in these performances.

One of the musical members of the Classical Club arranged for the music suited to the Latin words of two Christmas hymns. A group gathered around the

piano and sang these with enthusiasm before leaving for the holidays.

When the photographs were made for the Annual the girls took delight in getting ready for a picture on the hill-side among the trees. The grouping of the figures—one bearing a staff—in toga and Roman head-dress was very artistic.

The students are loyal to their club and consider it an honor to become enrolled.

## TEACHING BY PROJECTS

By J. G. deR. HAMILTON and EDGAR W. KNIGHT

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**D**URING the past few years a wide interest has developed in the so-called project method of teaching. The literature on the subject covers several years; interest in it began to appear in vocational and mechanical subjects almost a decade ago. More recently interest in the project method of teaching has extended to general education as well and now many teachers are using it successfully in a great variety of subjects in both the elementary school and the high school. And just now the tendency is more and more to make use of it in instruction in colleges and universities. Interest in the method has also been stimulated by the experience of the War Department during the Great War and since. For through that experience it was discovered that men learn more quickly and with greater thoroughness by the use of the applicatory or problem-project method, the essential elements of which are definite, concrete problems or jobs which the soldiers work out for themselves, and definite standards of achievement which they must attain to before the projects are finished. The instruction is individual rather than group and this makes it possible for the more capable men to go more rapidly through the work. The realness of the projects gives powerful incentives to achievement.

In view of the new interest in civic training and the necessity for it, the use of the project method in civics instruction is receiving fresh attention. Through this method pupils in both the elementary and the high school acquire through their own efforts important conceptions of democracy and American citizenship, provided such instruction is given around the obligations and benefits of citizenship through a study of and acquaintance with environment. Through this means definite objectives in citizenship training can be established and accurate definitions of the work necessary for the attainment of such objectives can be stated. In this way also emphasis is placed not on a study of

facts merely but on the getting of their spirit through proper interpretation of them. Indeed, through this means human effort is released and a more wholesome civic morale is built up and sustained by fixing attention on the things which pupils do, see, and work at every day as specific training for effective citizenship.

The project-problem method is the same as the applicatory method of the army or the case method used in the teaching of the law. It is the method of teaching by projects, and a project is any consciously planned and complete unit of purposeful work or activity, whether manual or intellectual, which results in positive and concrete achievement. As here used the term includes every type of purposeful unit of work. Through the use of the project as a method of teaching or of learning the pupil sees the useful end to be attained and is thus led to win that goal. The nature of the project, which possesses unity, itself requires that the pupil apply much of his present information, experience, or skill, which he may not have thought of as usable in such a way. This is done by raising the problem, by securing, arranging, and interpreting the materials relating to the problem, and by seeking to solve it. The project thus becomes a useful purposeful type of teaching or learning unit; for through it the pupil becomes acquainted with his economic, social, political, and intellectual environment, and is stimulated to a new effort to understand and to adjust himself to it.

The problem method reveals a dominating purpose existent in all such effort. It seeks to make intellectual activities, equally with manual activities, significant and full of purpose for each pupil by relating the projects to his own experiences, problems, desires, and interests. This is known as motivation, which means nothing more or less than that the work or activity of the pupil reveals to him its real usefulness, satisfies some need which he feels, provides personal and social values, enables him to attain some desired end or